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ABSTRACT

The document is the leader's guide to a workshop designed to provide teachers with experiences which will assist them in developing more positive attitudes toward career education and in using affective approaches to curriculum. It contains all materials in the participant's handbook, including a measurement instrument. A suggested schedule provides for eight two-hour sessions. Career education is introduced as a responsibility of the total educational program; an open, safe atmosphere is created and common goal expectations established. The valuing process is introduced; teachers participate in the types of educational activities which structure experiences in the affective domain. Some adult-level values clarification experiences specifically related to career education are structured. Resource lists and materials to increase participants' awareness of teacher behavior which influence classroom atmosphere are provided. Concern for classroom atmosphere is then focused on the influence of student behavior on class participation. The impact of psychological atmosphere on student perception and participation is examined, and techniques for eliciting participation by students who have not been otherwise successful are presented. Time is allowed for participatnt development of classroom applications, sharing, and feedback. The final component structures time for participants' assessment of the workshop and its relevance to the classroom. (AJ)

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Project Numbers VTAD C4-012
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# AFFECTIVE APPROACHES

# TO

# CAREER EDUCATION

## LEADER'S GUIDE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# INTRODUCTION

During the period from 1970 until 1974, P. K. Yonge Laboratory School, College of Education, University of Florida, in cooperation with the Division of Vocational, Technical, and Adult Education of the State Department of Education and several county school systems, developed, field tested, and investigated the implementation of curricula in career education using affective approaches. During this time, other affective approaches were being developed and distributed to schools of the State and nation.

An implementation study, Project BR4-0032, FUSION of FAIS in the Middle Grades was completed at the Laboratory School in 1974. Results indicated a need for staff development in the use of affective approaches to curriculum and for developing more positive teacher attitudes toward the responsibility of system-wide education programs for relating curriculum to careers and life.

As a result of the FUSION study, two projects, C4-012 and D4-012, were funded to develop and test a teacher workshop model. It is believed that the process approach to a workshop experience, as contained in this publication, is most facilitative to the development of positive teacher attitudes and competencies desired by teachers in generating and applying affective approaches to education. Leaders of these workshops should receive an opportunity to participate in a workshop and receive additional preparation as a workshop leader. The materials included are designed to promote process and attitude development as well as to build teacher competency.

## NOTES TO WORKSHOP LEADER

The materials in this guide are designed as an experiential workshop for teachers who will be using affective domain materials in their curriculum. While it has been designed to positively influence attitudes and competencies in career education, the application may be varied and used in many areas.

It is believed necessary that a leader, in order to conduct a workshop, should participate in a workshop experience and receive additional leadership preparation. Many teachers have received little or no professional preparation in working in the affective domain, although many of the requisite functional skills are possessed by many teachers. In addition, many teachers believe that career education is vocational education and that those departments, with their vocational teachers, should also be responsible for career education. These factors, along with the fact that most leaders will be conducting workshops for faculty colleagues, place demands which may require additional preparation.

Teacher handbooks have been developed to provide workshop participants with the materials needed. These pages are the same as those in the guide, and your guide includes all pages included in the Teacher's Handbook. You should familiarize yourself with the materials sufficiently well to anticipate referral to the teacher materials. The pretest opinionnaire is in the front of the Teacher's Handbook and should be administered at the beginning of the first session.

Following is the list of components included in the workshop and a suggested schedule based on the estimated time for each component and two-hour workshop sessions. Several sessions may be combined to accommodate a four-hour block of time. It should be stressed that the workshop is experiential in nature and does not provide for "reading through" the materials in order to make up sessions missed or to participate without attendance.

## REFERENCE CHART OF WORKSHOP COMPONENTS

| Component | Time (Hours) | Type of Activity | Materials |
|---|---|---|---|
| Pre-Workshop Survey | 1/4 | Survey | Attitude Opinionnaire (Teacher's Handbook) |
| #1. Introduction of Career Education | 1/2 | Oral-Film Presentation and Discussion | Handbook, 16 mm. Film, Projector, Screen |
| #2. Getting Acquainted | 1 | Games, Interaction, and Discussion | Handbook, 3 x 5 Cards, Felt Pens, Paper, Pencils, Poster Paper, Crayons, Construction Paper, Scissors, Magic Markers, Old Magazines, etc. |
| #3. Goal Setting and Expectations | 1/2 | Sentence Completion and Discussion | Handbook |
| #4. Introduction to the Valuing Process | 2 | Activities, Values Clarification, Reading, Games, and Discussion | Handbook |
| #5. Value Clarification Strategies and Activities | 2 | Games, Activities, and Discussion | Handbook, Paper, Pencil, Chalkboard, Chalk |
| #6. Resources | 1 | Reading and Materials Examination | Handbook; Supplement with Leader-Prepared Locally Available Materials |
| #7. Creating an Open Classroom Atmosphere | 3 | Discussion, Small Group Activity Dyads, and Games | Handbook, 3 x 5 Cards Prepared to List Situations, Pencil, Paper, Chalkboard, Chalk |
| #8. Transition Activity for the Classroom | 4 | Activities, Games, and Discussion | Handbook, Chalkboard, Chalk, Pencil, Paper |
| #9. Teachers Create Activities from Strategies Used in the Workshop | 1 3/4 | Activities, Discussion, Tryouts, and Critiques | Paper, Pencil |
| #10. Evaluation | 1/4 | Survey, Completion, and Discussion | Handbook, Pencil, Attitude Opinionnaire |

Suggested Schedule for Workshop:

Hours 1 & 2—Components #1, #2, & #3.
Hours 3 - 6—Components #4 & #5.
Hours 7 -10—Components #6 & #7.
Hours 11-14—Component #8.
Hours 15 & 16—Components #9 & #10.

## WORKSHOP OVERVIEW

The workshop is designed to provide staff with experiences which will assist them in using affective approaches to curriculum. It is essentially affective rather than cognitive in nature and, therefore, is not designed to be "read", but to be experienced. While it is designed for affective approaches to career education, principles and competencies may be applied broadly within the total curriculum. Hence, it is designed to supplement and complement the materials used in any specific curriculum. It is not designed as the only necessary preparation for career education or any other curriculum area. The leader should be prepared to assist staff in participating in the workshop experience.

Components One and Two introduce career education as a responsibility of the total educational program and provide for the initial step in the creation of an open, safe atmosphere through getting-acquainted activities. It is designed to allow for an awareness of the importance of relating all curriculum to life and for increased acquaintance with colleagues beyond the usual professional level. Component Three provides for developing a common expectation as to the objectives of the workshop and for sharing these expectations.

Component Four introduces the valuing process and allows participants to experience the types of educational activities which structure experiences in the affective domain. An understanding of what this is and how it differs from cognitive learning is critical to a teacher's functioning as well as expectations concerning what the students will experience. Component Five structures some adult level values clarification experiences specifically related to career education.

Component Six lists some resources available, and charges the leader to supplement the list with local resources which may be available to the teacher. Such a list may also be supplemented with materials which may be available in any particular curriculum area and which provide affective educational experiences for students.

Component Seven includes materials to assist participants in increasing awareness of teacher behaviors which influence classroom atmosphere and which significantly determine the level of student participation in affective education experiences. Component Eight moves the concern

for classroom atmosphere to the level of the student and how student behavior affects participation of other students in affective experiences. For the teacher, the impact of the psychological atmosphere on student perception and participation is examined, and the changing roles of teacher and student are suggested. Techniques for providing for participation by students who may not have been successful otherwise in class participation are included.

Component Nine allows time during the workshop for teachers to develop and share several applications of the workshop experience which may be used in the individual classroom. This is possibly the most important single activity which the teacher will complete. It gives an opportunity to apply the workshop experience, share the classroom activity developed, and receive feedback from the group.

Component Ten provides an important function for both workshop leaders and participants. Time is structured for participants to assess the workshop experience and its relevance to the classroom. Leaders also receive feedback from the participants which may enable them to improve the workshop for others. Classroom teachers may use similar strategies as those noted in Component Seven to receive feedback from students and increase awareness of the influence of classroom atmosphere on student participation.

OPINIONNAIRE

This is an opinionnaire. There are no right answers or wrong answers, only your opinion. We have tried to cover many different and opposing points of view. You may find yourself agreeing strongly with some questions and just as strongly disagreeing with others. Please select the answer which best describes how you feel about each of the following statements and make a mark in the appropriate column.

Response Key

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree

## OPINIONNAIRE

| Subscale* | SA | A | D | SD | |
|---|---|---|---|---|---|
| A | X | ___ | ___ | ___ | 1. Children need to learn how to communicate and get along with each other on a personal level, and school is a good place to learn and practice this. |
| A | X | ___ | ___ | ___ | 2. How a child feels about what he learns and about learning is as important as what he learns. |
| CE | X | ___ | ___ | ___ | 3. Career education is not only cognitive and information-based learning, but it is also concerned with teaching process skills; i.e., how to judge one's own values and make one's own decisions as opposed to which values to hold or which decisions are right. |
| CE | X | ___ | ___ | ___ | 4. Choices involving personal life styles, personal values, and leisure time preferences are an essential part on one's career development. |
| CE | X | ___ | ___ | ___ | 5. Career education should be the responsibility of every educator, including teachers, counselors, and administrators. |
| A | X | ___ | ___ | ___ | 6. Children's values are affected by what they learn in school whether we structure values clarification experiences or not. |
| A | X | ___ | ___ | ___ | 7. Schools should be concerned with values and the valuing process since children spend a good percentage of their lives in school. |
| A | X | ___ | ___ | ___ | 8. Children should have a total learning experience in school, including personal, feeling-oriented learning as well as cognitive, fact-oriented learning. |

*X = Positive Attitude Direction.

| Subscale | SA | A | D | SD | | |
|---|---|---|---|---|---|---|
| CE | ___ | ___ | ___ | X | 9. | Schools can do little to develop positive attitudes toward work. |
| A | X | ___ | ___ | ___ | 10. | Affective education is the responsibility of educators and parents working together. |
| CE | X | ___ | ___ | ___ | 11. | Career education should not be limited to classroom experiences but should extend beyond the boundaries of the school. |
| A | ___ | ___ | ___ | X | 12. | Education in the area of feelings, attitudes, and values is important, but I do not have time for this in my classroom. |
| A | ___ | ___ | ___ | X | 13. | Children will develop an appropriate set of values if adults leave them alone to learn by their own experience. |
| CE | X | ___ | ___ | ___ | 14. | Career education should be integrated into all areas of the school curriculum. |
| A | ___ | ___ | ___ | X | 15. | Setting an example is enough to teach my students a good set of values. |
| CE | ___ | ___ | ___ | X | 16. | I do not have time to teach career education in my class. |
| CE | X | ___ | ___ | ___ | 17. | In career education, increasing self-understanding is as important as acquiring information and skills. |
| CE | ___ | ___ | ___ | X | 18. | Career education is a good idea for secondary students, but it is not appropriate for younger students. |
| A | ___ | ___ | ___ | X | 19. | I am not comfortable talking about values with my students. |
| CE | ___ | ___ | ___ | X | 20. | Career education should be taught to students of low academic ability, but top students don't need it because they are going to college. |

| Subscale | SD | A | D | SD | | |
|---|---|---|---|---|---|---|
| A | ___ | ___ | ___ | X | 21. | A child's values are strictly the domain of his parents, and I as a teacher have no business discussing values in class. |
| A | ___ | ___ | ___ | X | 22. | I know through experience that my values are good ones, and it is my responsibility to transfer that set of values to my students. |
| CE | X | ___ | ___ | ___ | 23. | Career education should be for all students regardless of their future educational plans. |
| A | ___ | ___ | ___ | X | 24. | My concern in the classroom is that the children learn skills and academic matter. Their feelings are their own business. |
| CE | X | ___ | ___ | ___ | 25. | Career education should be for students of all ages including elementary through post-secondary. |
| CE | ___ | ___ | ___ | X | 26. | Career education is unnecessary; students get enough information now. |
| CE | ___ | ___ | ___ | X | 27. | We should offer a separate course in career education so students can take it as an elective. |
| A | ___ | ___ | ___ | X | 28. | Exploring children's feelings is the role of the counselor, not the teachers. |
| CE | ___ | ___ | ___ | X | 29. | Schools should provide students with information about the world of work. That in itself should be enough to enable them to make career decisions adequately. |
| CE | X | ___ | ___ | ___ | 30. | I would like to have more career education materials to use in my classroom. |

TEACHER WORKSHOP

COMPONENT 1. INTRODUCTION OF CAREER EDUCATION

Time: 1/2 Hour

Although the workshop on the Affective Approaches to Career Education is planned as a supplement to information-based programs, it is believed necessary to include a brief introduction to career education.

The goals in the Introduction component are:

1. To familiarize participants with the concept of career education as education for a total way of life as opposed to only skill training.

2. To provide a brief historical background on career education.

3. To emphasize the importance of career education for all students.

The strategies used to accomplish these goals are varied but the major concern is to provide information which promotes career education as a responsibility of the total school program.

Oral Presentation

The leader presents the background of the career education movement, definitions of career education, the importance of career education for all students, and the status of career education in Florida.

Film

The introductory film, I Want to Be, developed by Ohio State University, shows children of all ages engaged in activities relating to the world of work and discusses the rationale behind the career education movement. Other introductory type films or filmstrips could be used instead of, or in addition to, I Want to Be.

Group Discussion

Both large and small group discussions may be used during the component to explore the questions "What is career education?", "Why is career education important?", "What is the responsibility of all education as regards careers and career education?"

Supplementary Material

Workshop leaders may refer to Teacher's Handbook materials presenting an historical perspective of career education and presenting several different definitions of career education.

Handbook material to accompany this component:

Workshop Definitions (p. 9)
Historical Look at Career Education (p. 11)

## WORKSHOP DEFINITIONS

Career education consists of all the extensive and comprehensive educational efforts that are directed to motivate, train, counsel, and improve an individual in his life's work experiences (Norman Stanger, Los Angeles State College).

Career education is an approach to education which stresses the instrumental value of all education in helping an individual become a participating, contributing, and fulfilled citizen (Keith Goldhammer, Michigan State University).

Career education has as its mission the attainment of an optimum level of work proficiency for each individual within the context of the social, individual, and work systems. Career education (1) facilitates the acquisition and processing and integration of information by the individual; (2) enhances the decision-making process; (3) provides alternatives for action through programs that are designed to equip the individual with salable skills to start his/her career; and (4) provides for continuous recycling of information, decision making, and action through retraining and upgrading of skills (John Coster, North Carolina State University).

In career education . . . youth at all grade levels in the public schools will . . . acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professions in education, and involves input from--and relationship to--all subject-matter disciplines and all supportive educational services. In short, it is a priority objective of public education, with achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both talent and the ambition of every citizen (Wesley Smith, former director of vocational education in California).

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate

these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual. (Kenneth B. Hoyt, Rupert N. Evans, Edward Mackin, and Garth L. Mangum. Career Education: What It Is and How to Do It. Olympus Publishing Co., 1974.)

A career is a personally satisfying succession of productive activities hinged together over a lifetime and generally leading to greater satisfaction and contribution. (Kenneth B. Hoyt, et al., reprinted by permission. Career Education: What It Is and How to Do It. Olympus Publishing Co., 1972.)

A definition of career comes close to a secularization of the classical concept of vocation . . . The psychological aura surrounding career suggests the relevance to it of such terms as commitment, dedication, internalization, lifestyles, service, the use of knowledge, perspective towards life, human relationships, and life goals . . . All human beings are involved in career activities; all human beings must develop the competence, the skills, the personal understandings, and the knowledges essential for the successful performance of their roles, to serve the interests of both their fellow men and themselves. The concept of the careers curriculum involves a centrality of concern for the range of life careers in which the individual will engage . . . (Keith Goldhammer and Robert E. Taylor, reprinted by permission. "A Careers Curriculum," Keith Goldhammer, from Career Education: Perspective and Promise. Charles E. Merrill Publishing Co., 1973.)

A sequence of choices which form a pattern throughout one's life and which represent aspects of the self-concept. (Charles W. Ryan, reprinted by permission. Career Education: A Handbook of Funding Resources. Houghton Mifflin Co., 1973.)

The term career includes productive activity which is salaried or non-salaried. ("Career Education in Florida," an official position paper of the Department of Education, October, 1973.)

## HISTORICAL LOOK AT CAREER EDUCATION

A major force in the career education movement was the commitment of Dr. Sidney P. Marland, Jr., then U. S. Commissioner of Education, who declared it among the highest priorities of his administration. In September, 1971, Dr. Marland turned over $9 million of his discretionary funds for vocational research and development projects focused on establishment of comprehensive career education models.

Four models are being developed and tested by USOE:

1. Employer-Based Model
2. Home-Based Model
3. Rural-Residential-Based Model
4. School-Based Model (most common model)

The Center for Vocational and Technical Education at Ohio State University took a strong lead, coordinating development of projects in six school districts throughout the U. S. in 1972. Funding by USOE totaled $2 million. The outcome was the development of the Comprehensive Career Education Model (CCEM). This model (CCEM) has been used as a national model for career education. The elements and outcomes of this model are the basis for a large number of local career education programs.

Concurrently, Florida took an early interest in CE and funded several large projects in Orange County, Pinellas County, Broward County, and Brevard County, and at P. K. Yonge Laboratory School.

In 1973, and again in 1974, the Florida legislature appropriated $5 million for the development and implementation of CE. Not many of the 50 states, in fact about only a half dozen, took this thrust towards CE. Florida is exceptionally progressive in this particular movement.

This $5 million appropriation was divided among 67 districts (counties). Each district (county) submitted a proposal. Funding varied from district to district. Some of the Florida projects were:

1. LOOM (Learner-Oriented Occupational Materials)
2. FERIC (Florida Educational Resources Information Center)
3. VIEW (Vital Information for Education and Work)

4. BRIDGE (Building Realistic Individualized Developmental Guidance Experiences)
5. FAIS (Fusion of Applied and Intellectual Skills)

## COMPONENT 2. GETTING ACQUAINTED

Time: 1 Hour

One overall goal of the workshop is to create the kind of open atmosphere at the workshop that is proposed for the participants to recreate in their classrooms. One of the basic strategies used for fostering openness in the group is to structure an experience to promote personal interaction among the participants. In this way, coworkers can begin to relate to each other more authentically based on their experience of the others as people in addition to their work roles.

Specific goals of the getting acquainted component are:

1. To establish a basis for working together person-to-person.

2. To engender positive attitudes toward the workshop.

Several activities are used to initiate the getting acquainted process. Each of them engages the participants in one-to-one interaction with one or more persons and in a large group sharing or introduction process. Participants may involve themselves on whatever level they feel comfortable.

Getting acquainted activities may be followed up with questions for discussion such as:

1. What did you find out about your coworkers that you didn't know before the activity?

2. In what ways do you feel differently toward the group members now than you felt before meeting them?

3. How are working conditions altered by knowing coworkers on a personal basis?

4. How does this apply to students?

The follow-up of activities is a very important part of the process because it allows the participant a chance to internalize the experience and evaluate what he has learned about himself and other people. The follow-up may take the form of a group discussion or may be a more individualized method. For example, participants might complete a statement beginning, "I learned that I . . ."

An additional strategy which may be used to follow getting acquainted activities and to monitor the workshop atmosphere is the "climate continuum" activity.

Activities to accompany this component:

Want Ad
Getting Acquainted with Other People
This is Me
Climate Continuum

Activity: Want Ad

Purpose: Getting to know members of groups and creating a relaxed atmosphere.

Materials: Pieces of paper 3 X 5, felt pens

Procedure:

1. Each person picks a partner.
2. Each partner interviews the other and then writes a Want Ad for that person including information such as: likes to type, enjoys sewing, prefers working outside, likes to dress up, has had experience at _____.
3. The participants then wear their name tags.
4. The pairs join with another pair, now forming four members in the group, and introduce themselves by sharing want ads.
5. After a 5-minute period, these four-member groups join another group consisting of four members.
6. Keep joining groups until all participants are in one group.

**Activity:** Getting Acquainted With Other People (GAWOP)

**Purpose:** To promote personal interaction and communication.

**Materials:** Paper and pencil

**Procedure:**

1. Have participants interview as many other participants as possible and list at least five characteristics about each person they have interviewed.
2. Allow reasonable time for participants to complete task.
3. Ask for volunteer to start introductions.
4. Ask for one participant at a time to name characteristics of an interviewee until name of person has been guessed by another participant. This continues until all persons' names have been guessed and all participants have been introduced.

**Activity:** This is Me

**Purpose:** To get acquainted.

**Time Required:** 45-60 minutes

**Materials:** Poster paper, construction paper, crayons, magic markers, magazines, scissors, and any other available items that might be useful in creating a poster

**Procedure:** Using available materials, participants create a poster which is to represent themselves. Participants then share their posters with as many individuals as time will allow. At the end of the allotted sharing time period, participants meet as a group for introductions. The leader begins by saying, e.g., "I met a person who likes bicycling and grew up on a farm. Did anyone else meet this person?" After someone guesses who the person is, the guesser continues in the same fashion until everyone has been introduced to the group.

Activity: Climate Continuum

Purposes: To measure participant reaction;
To create awareness of group atmosphere.

Materials: One construction paper circle on which a smiling face has been drawn; one construction paper circle on which a frowning face has been drawn; individual marker for each participant such as name tag--personal symbol, et cetera.

Time Required: 10 minutes

Procedure: Construct the continuum by placing the smiling and frowning faces on a surface such as a wall or blackboard with a line or piece of string connecting the two. The distance between the two faces should be great enough to allow plenty of space for diversity of feelings.

Participants attach their own individual markers to the spot on the continuum which shows how they are feeling about the group at that particular moment.

Leader shculd stress that the marker indicates only what the participants feel here and now and that they have a right to pass or not participate if they wish.

Procedure may be repeated whenever a census of group feeling is desired.

## COMPONENT 3. GOAL SETTING AND EXPECTATIONS

Time: 1/2 Hour

The setting of goals and clarification of expectations is seen as a two-way exchange between the workshop leadership and the participants. First, the leadership elicits initial goals and expectations from the participants by asking them to respond to a series of unfinished sentences, each beginning "I came to the workshop and I . . ." (see the activity for directions). Some of the immediate workshop expectations may be those such as: (1) to learn strategies and activities in the affective approach to career education which could have practical classroom application; (2) to become aware of printed materials and available resources in career education; and (3) to share ideas with other professionals about career education.

In addition to eliciting responses from participants, the leadership may set some overall goals for the group. A suggested list of workshop objectives are included with the component and may be discussed.

The two-way exchange of ideas is seen as valuable for several reasons. The leadership needs to be aware of participants' expectations in order to begin the process of accomplishing the overall workshop goals at the level of the participants. Those attending the workshop are given objectives in order that they might organize the workshop process into an orderly sequence for themselves. Finally, both need to begin working together from a common frame of reference.

Supplementary material and activity to accompany this component:

Workshop Objectives (p. 13)
I came to the workshop and . . .
Workshop--My Feelings and Expectations (p. 14)

## WORKSHOP OBJECTIVES

1. Participants will be introduced to the affective approach to education; i.e., definition of terms and historical perspective of this facet of education.

2. Participants will experience activities in the affective domain and in the affective approach to education.

3. Participants will be introduced to the importance of values and valuing in making decisions.

4. Participants will be exposed to techniques in creating an atmosphere conducive to learning in the affective domain.

5. Participants will be able to apply strategies for making a classroom transition from the cognitive to the affective domain.

6. Participants will become aware of some available resources, strategies and activities in the affective approach to education.

7. Participants will be able to relate the affective approach to education to various educational disciplines and use these strategies in creating activities in the affective approach to education.

8. Participants will evaluate their own attitudes toward values clarification and the affective approach to education and give feedback to the workshop leadership as to their reactions to the workshop experience.

Activity: I came to the workshop and . . .

Objectives: To explore initial expectations and personal workshop goals of individual participants.

Procedures:

1. Each participant completes the series of statements on the handbook sheet, each beginning "I came to the workshop and I . . ."

2. One at a time, participants share their completed sentences until each has had an opportunity or until allotted time runs out. Participants always have the option to pass or to not respond when it is their turn. Sharing by the group can best be accomplished if the participants sit in a circle.

   All answers are accepted without evaluation but the facilitator may want to reflect or clarify a response.

WORKSHOP - MY FEELINGS AND EXPECTATIONS

Date_____

I came to the workshop and I expect _____

_____

I came to the workshop and I brought _____

_____

I came to the workshop and I'd like to know _____

_____

I came to the workshop and I'd like to take home _____

_____

I came to the workshop and I hope I don't have to _____

_____

I came to the workshop and I'm looking forward to _____

_____

I came to the workshop and I'd like to say _____

_____

## COMPONENT 4. INTRODUCTION TO THE VALUING PROCESS

Time: 2 Hours

In introducing the valuing process the workshop seeks to accomplish four goals:

1. To define the valuing process;
2. To explore ways that people arrive at values;
3. To relate the valuing process to career education;
4. To explore participants' own values relating to their career decisions.

In the book Values and Teaching (publication information provided in the Resource Guide under Books and Guides in Component 6), Louis Raths (pronounced Rŏts) suggests seven criteria necessary in defining a value. He also presents the idea of value indicators as expressions which point toward values but may not meet all of the seven criteria of a value. Raths further developed a theory of values and discussed the problems encountered in teaching values. Using the Teacher's Handbook section on the valuing process, the workshop leader introduces this system of ideas to the workshop participants in order that they might begin to establish a basis for incorporating values clarification into their classrooms.

Following this presentation, the workshop leaders structure an activity so that participants may examine some of their own values in relation to the theory. Note: Workshop evaluations show these activities to be the most revealing part of the workshop. Participants may discover that they have not examined and defined their own values very carefully and may feel that they need more of this to do before leading students in values clarification. This is a period in the workshop for participants to experience the values clarification process which is normally positive. Also they experience what those they will be leading will experience.

One result of participation in this activity may be that one may reach an awareness of the important valuing process experience which may have been missed in educational programs. The participant may move toward a more positive attitude toward the responsibility of educational programs in providing this opportunity for students to meet their needs of clarifying their values.

Supplementary Material

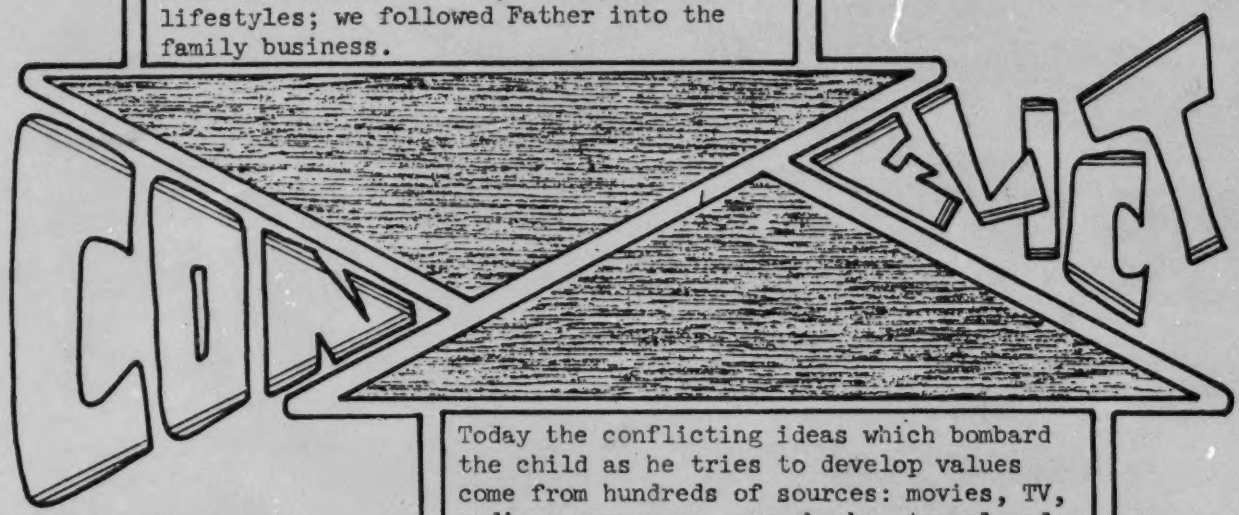
The leader may request that participants take time to read or review the written material on the valuing process included in the Handbook. Time should be allowed for participants individually or in small groups to complete the values trip game. Issues may be presented to the group or duplicated and handed out to individuals or small groups. An alternative is for the leader to merely present a potential values conflict area or issue which is current in the faculty or community at the time.

Valuing Process (pp. 15-20)
Values Continuum (p. 21)
Values Trip Game (p. 22)

A career choice is a decision on a way of life. It develops from, and subsequently further influences, our choice of values.

Values are those standards, principles, and relationships that show how a person is actually using his life. Career choice and values identification go hand in hand.

In the less complex society of our parents and grandparents, the identification of values was easier than it is today. There were certain, rather clear community standards and patterns communicated by people whom we knew well. The teacher lived next door; the local policeman was a personal friend; the church was an unquestioned influence. We had limited contact with the outside world of issues, ideas, and new lifestyles; we followed Father into the family business.




Today the conflicting ideas which bombard the child as he tries to develop values come from hundreds of sources: movies, TV, radio, newspapers, paperbacks, travel and telephones. A wider array of human contacts also influences the child: the babysitter, nursery teacher, playground supervisor, school teachers, family friends, peer group friends, camp counselors, employers and club leaders.

The child must choose from conflicting descriptions of behavior patterns:
Cooperate! Work together!...vs... Stand on your own two feet!
Have the courage of your own convictions! ...vs... Avoid controversial issues!
Children should be seen and not heard! ...vs... What a bright and vivacious child!

How do children choose?
How do adults choose?

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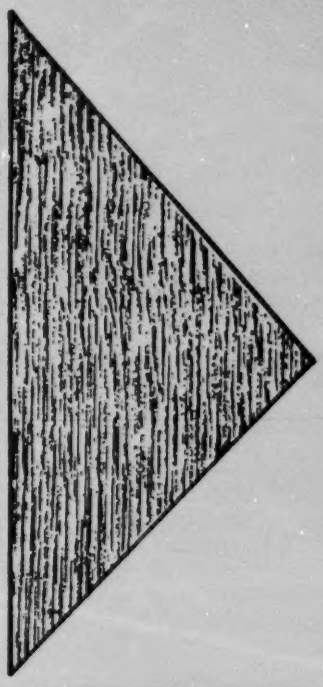
# VALUE INDICATORS



Many expressions approach being values. However, Raths, Harmin, and Simon in Values and Teaching list 7 criteria for identifying values, indicating that all 7 must be met for something to be considered a true value. The 7 involve: choosing-freely
from among alternatives
with consequences considered
prizing-being happy with our choice
publicly affirming it
acting-doing something about it
repeating the action

Those expressions which approach being values but do not meet all 7 criteria are called value indicators. These are:

| | | |
|---|---|---|
| goals | feelings | activities |
| aspirations | beliefs | worries and obstacles |
| attitudes | interests | |

If you have a goal of spending three hours a week in community service but give priority to your housework or poker with the gang, then you cannot consider your goal a value. You aren't acting toward realization of the goal.

If you have an attitude toward amnesty for Vietnam draft resistors but clam up when the topic comes up for discussion in a group, you cannot consider your attitude a value. You aren't willing to affirm your position.

Your valuables may indicate your values, but even they cannot be assumed to be valuable because they are part of your value system. Grandpa's watch may be just an interesting and different keepsake rather than a symbol of valued family relationships. Your high school scrapbook may hold cherished memories of actions and events you have outgrown.

Values may change but we don't take their identification lightly.
We may have many valuables and value indicators.
We may have few true values.

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Who has the right to say what a person's values should be and how he should interpret them?

Suppose I say that I value honesty, yet I do not hesitate to claim a dime from a telephone coin return. I may feel that this is a coin lost by an individual impossible to trace or identify and therefore rightly mine as the finder. You may feel that it is on telephone company property and therefore belongs to the phone company. Can you impose your judgement on me and say you are right? Am I valuing honesty and consistently expressing my value?

Suppose I am growing up in a particular ethnic group or cultural pattern in which the mother's word is "law". You, as my teacher, value strong paternal roles in the home. If you feel that I need a stronger father influence in my life, do you, as a teacher, have a right to impose your values of a strong paternal image?

Because it is so difficult to tell another what his values should be and because the area of values can be so intensely personal, it seems wiser to concentrate on the process by which a person acquires his values rather than on the values themselves. The 7 criteria mentioned previously as a means of identifying a value are collectively considered a process of valuing. They provide a means of sifting and clarifying values. When all 7 have been met, one might feel he has established a value.

THE PROCESS OF VALUING

I. CHOOSING: Decision-making skills are of prime importance in values clarification. Three points are especially noted:

A. Choosing Freely: When I am trying to clarify a value, I must be in a position to choose my action or position freely. If I am under pressure from the gang to take a certain stand and I just go along with it, that isn't a free choice. Certain areas are not open for choice as values. For example, for the child in the classroom, this may include safety. We don't give the child the choice of dashing, unprotected across the street. We don't let him choose whether or not he will play with matches.

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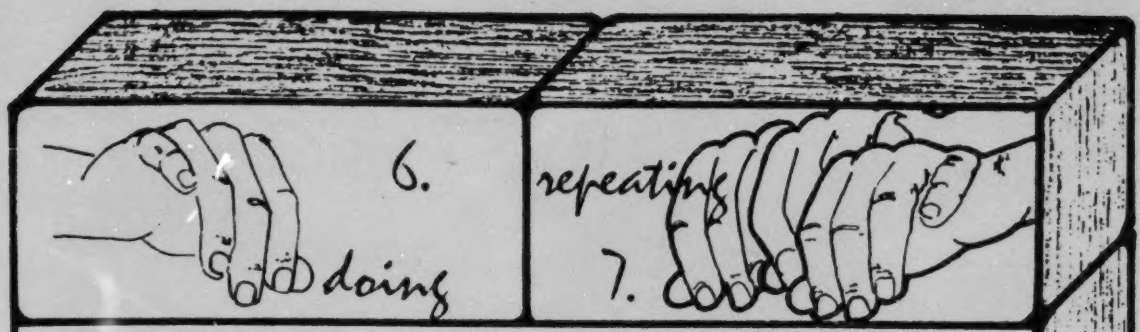


B. Choosing from Alternatives: The choice must have been one in which there were alternate possible choices. If only one item, or one course of action is available, choice has not been involved.

C. Choosing with Consequences Considered: Choices made without consideration of the consequences are much more subject to change and could cause unhappiness. If I choose to violate a "No Talking" rule in a classroom without knowing or thinking about the punishment involved, I may be pretty unhappy with my choice. It could hardly be said that I value rebellion. I may, however, need to learn to think in terms of consequences.

II. PRIZING: A. Being Happy with a Choice: Having chosen freely, from among alternatives, and with knowledge of the consequences, I can ask if I am happy with my choice. Sometimes this is a relative sort of happiness. I don't like going to the doctor, but if health is a value, a visit to the doctor for an annual check-up may help preserve a state of affairs with which I am happy.

B. Publicly Affirming: By the time I've reached this point in the valuing process, I should be willing to state publicly that I value a certain thing. I should also know, by this point, why I value it. If I am still unsure or ashamed of my position, I'm not going to say much about it.

III. ACTING: A. Doing: Talking about something without ever acting upon it doesn't make it a value. To be a value, our interest or position or feeling must affect our life in some way. It may mean reading up on a topic, spending money, joining an organization, performing a service, or seeking new employment.

B. Repeating: If something is a value, it will likely show up in some form again and again. To be a value, we must be willing to repeat the act, follow the idea, pursue the interest. A value is not a once-in-a-lifetime thing.

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Helping children to clarify their values by applying the 7 criteria of the Process of Valuing may mean a change in our roles as adults. There are certain appropriate but inadequate approaches adults make in the area of values. They don't help a child work through all of the steps of the valuing process.

The Laissez Faire Approach: Adults taking this approach don't want to impose on the child's freedom. In addition, they may wish to avoid controversial issues. They may hope that the child absorbs the precious gems of wisdom they drop before him but they don't help him sort, sift or choose. Instead they try not to intervene at all. The result is often a confused child.

Moralizing: Some adults assume that if an idea is good enough for them, it's also good enough for their pupils. Our town stands for this! If you don't believe this, you won't pass! Children shouldn't do things like that! Girls shouldn't think about such things! Boys don't cry! This is right because I say so or because the principal says so or because the church school teacher says so!

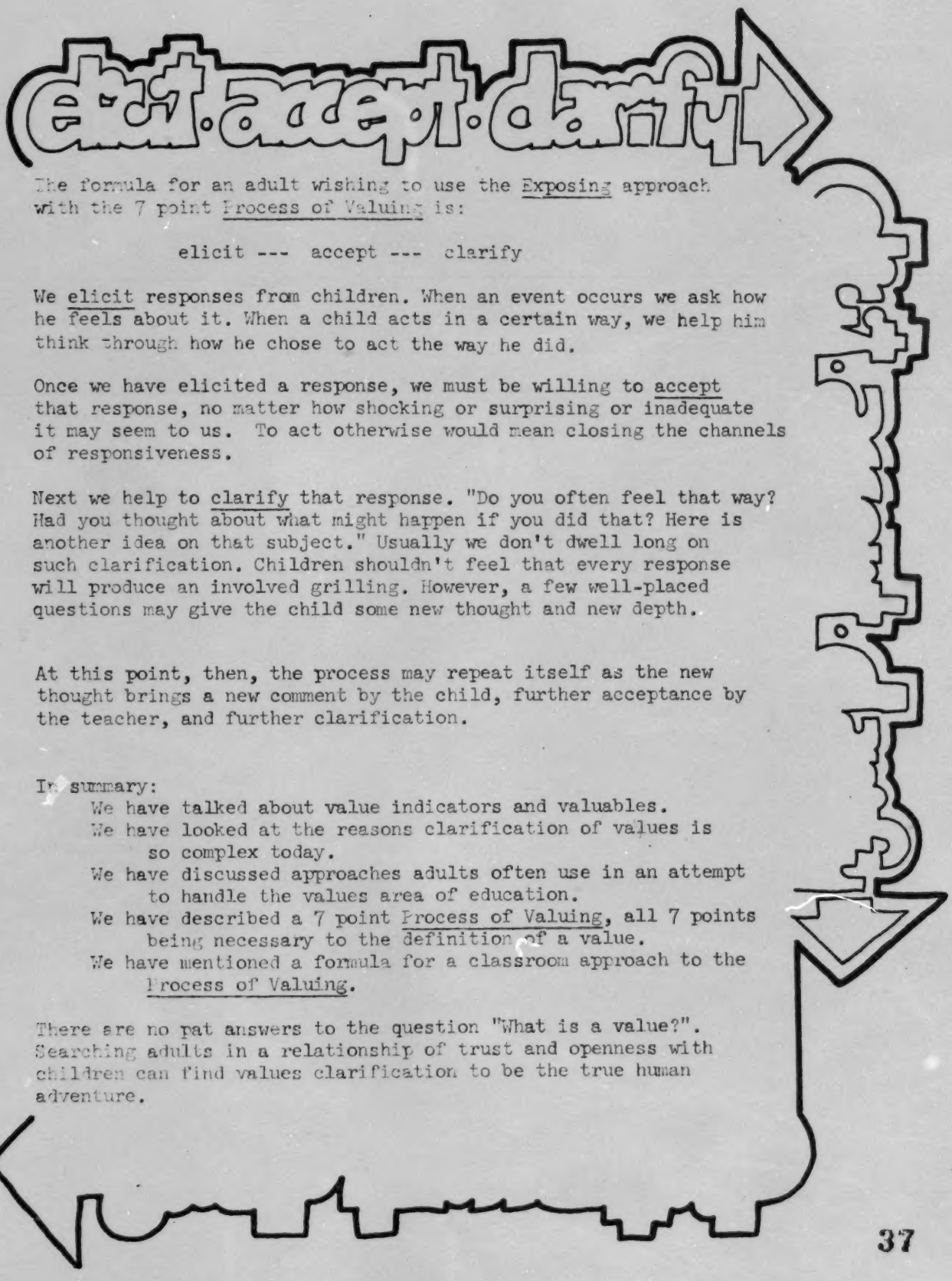
Modeling: Adults who model set themselves up as the supreme example. Behave as I do and you may grow up to be like me! Of course, there are many models available to a child. Without criteria for choosing a model, we have no way of telling which one the child will choose. The chosen model may not be a desirable one. In addition, we forget that children may model everything we say or do. The things a child sees in us and copies may be quite surprising.

Adults may not intend to teach the values which are conveyed by the things they say and do. However, their approaches may boil down to this:

1. Deposing: We erase the child's values.
2. Imposing: Through implication we impose our own values on the child.

But a third approach uses the valuing process and seems more adequate:

3. Exposing: We help a child to clarify and grow. The supportive adult leads gently, gives the child an opportunity to pull away and come back again, and maintains an open relationship. The responsibility of education is to provide thinking, caring adults who will react with the child in a thoughtful, considered, organized way.




The formula for an adult wishing to use the Exposing approach with the 7 point Process of Valuing is:

elicit --- accept --- clarify

We elicit responses from children. When an event occurs we ask how he feels about it. When a child acts in a certain way, we help him think through how he chose to act the way he did.

Once we have elicited a response, we must be willing to accept that response, no matter how shocking or surprising or inadequate it may seem to us. To act otherwise would mean closing the channels of responsiveness.

Next we help to clarify that response. "Do you often feel that way? Had you thought about what might happen if you did that? Here is another idea on that subject." Usually we don't dwell long on such clarification. Children shouldn't feel that every response will produce an involved grilling. However, a few well-placed questions may give the child some new thought and new depth.

At this point, then, the process may repeat itself as the new thought brings a new comment by the child, further acceptance by the teacher, and further clarification.

In summary:

- We have talked about value indicators and valuables.
- We have looked at the reasons clarification of values is so complex today.
- We have discussed approaches adults often use in an attempt to handle the values area of education.
- We have described a 7 point Process of Valuing, all 7 points being necessary to the definition of a value.
- We have mentioned a formula for a classroom approach to the Process of Valuing.

There are no pat answers to the question "What is a value?". Searching adults in a relationship of trust and openness with children can find values clarification to be the true human adventure.

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## VALUES CONTINUUM

A person's behavior (which is characteristic of him--not just a one-time or occasional behavior) may be reviewed in light of the values continuum. The left side of the line should not be construed to reflect rigidity, but a balanced, open position from which to take in and process one's environment. A person whose characteristic behavior may be described by one or more terms at the right end of the continuum may be identified as one who has extreme difficulty making and following through on decisions.

Strong----------Value strength----------Weak
Strong-------Clarity of relationship to society--------Weak

---

Characteristic behavior

Enthusiastic----------Apathetic

Stable----------Flighty

Decisive----------Very uncertain

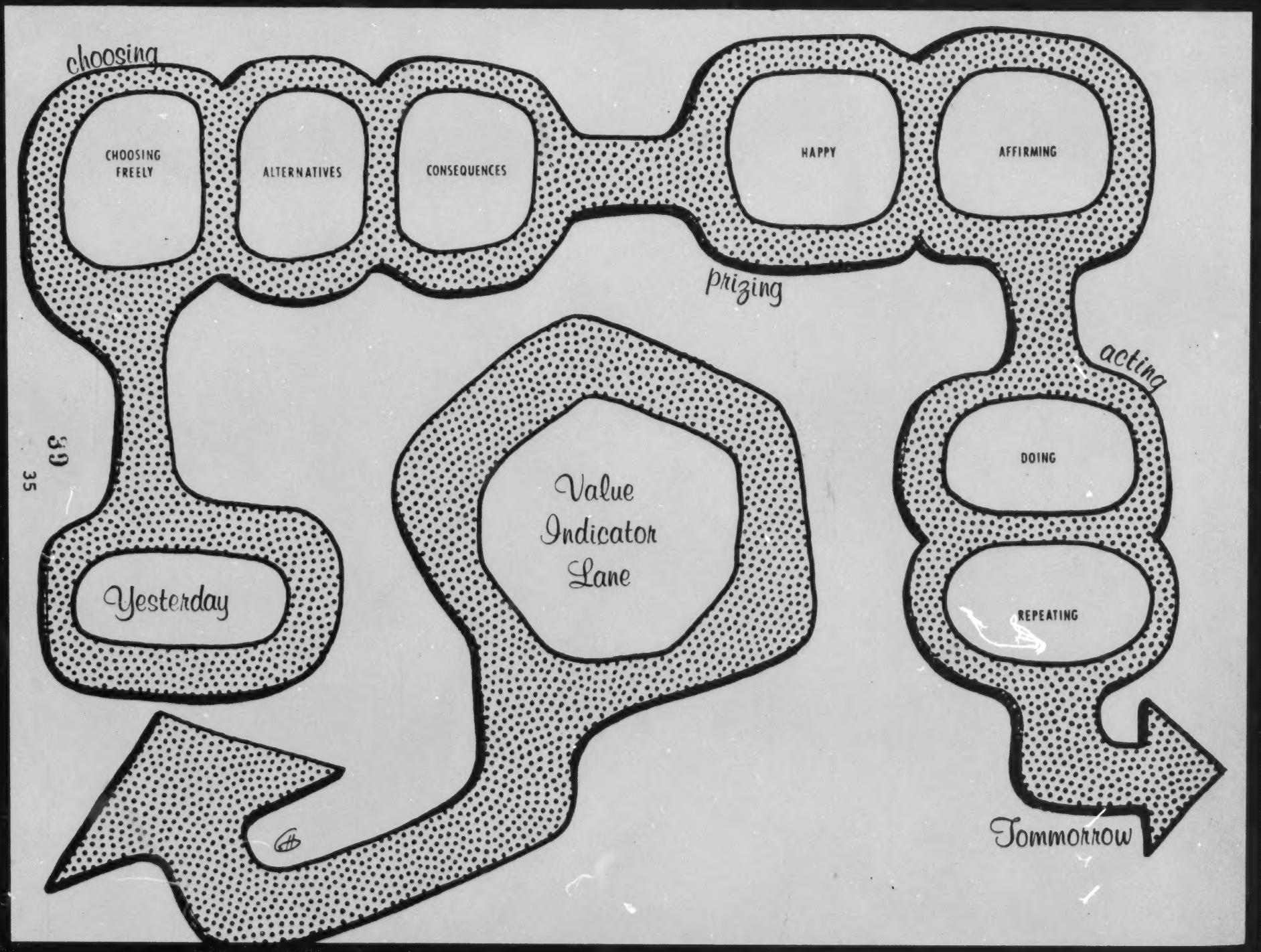
Consistent----------Very inconsistent

Purposeful----------Drifter

Independent----------Overconforming

Constructive examining----------Overdissenting

Authentic----------Role player


choosing
CHOOSING FREELY
ALTERNATIVES
CONSEQUENCES
prizing
HAPPY
AFFIRMING
acting
DOING
REPEATING
Tommorrow
Value Indicator Lane
Yesterday
50
35

# VALUE CLARIFICATION TRIP

## Directions

Choose an issue and state (write--note briefly) your position related to that issue.

Start from "yesterday" entering on your value clarification trip visiting "alternatives" first. Choose a card or follow instructions noted below under "Cards" and proceed according to directions.

Questions for discussion:

Have you discovered anything about yourself? What? Does that discovery indicate anything you would like to do? Do you use your value indicators in your decision making? Your values in decision making? Do you see the need for this kind of directed activity for young people? Do you see this clarification activity as a responsibility of the educational process?

## Cards

#1 Have you chosen your position freely without being forced?
- Yes--move to "Alternatives".
- No--go to "Value Indicator Lane" and start again.
- No, but wish to examine further--go on to "Alternatives".

(Value Indicator)

#2 Have you chosen your position from among alternatives? From realistic alternate possibilities?
- Yes--move to "Consequences".
- No--go to "Value Indicator Lane" and start again.
- No, but wish to examine further--go on to "Consequences".

(Value Indicator)

#3 Have you chosen your position after understanding and carefully considering the consequences of your choice for yourself and others?
- Yes--move to "Happy".
- No--go to "Value Indicator Lane" and start again.
- No, but wish to examine further--go on to "Happy".

(Value Indicator)

#4 Do you cherish, feel positive and happy with your chosen position?

Yes--move to "Affirming".
No--go to "Value Indicator Lane" and start again.
No, but wish to examine further--go on to "Affirming".
(Value Indicator)

#5 Have you publically affirmed your choice--not ashamed of your position?

Yes--move to "Doing".
No--go to "Value Indicator Lane" and start again.
No, but wish to examine further--go on to "Doing".
(Value Indicator)

#6 Have you done something about your choice, your position--spent time, energy, money acting on it?

Yes--move on to "Repeating".
No--go to "Value Indicator Lane" and start again.
No, but wish to examine further--go on to "Repeating".

#7 Have you acted with a pattern--repeatedly and with consistency on your position?

Yes--move on to "Tomorrow" or choose another issue.
(Value)
No--go to "Value Indicator Lane" and start again.
No--go to "Value Indicator".

## VALUE TRIP ISSUES

### Finding Money

You enter a phone booth and find a dime in the coin return. What do you do?

You enter a phone booth and find the coin return full of coins--$7.20 worth! What do you do?

### Income Tax Return

After you mail the current return, you find that you made an error--IN FAVOR OF THE GOVERNMENT! What do you do? IN YOUR FAVOR! What do you do?

### Stoplight

You stop at a red light, wait for three minutes, and the light remains red! What do you do? You notice a sign stating "No turn on red." What do you do?

### School Lounge

Who visits your school lounge?

A representation of students requests of the faculty permission to visit the school lounge. If not large enough to accommodate, they request that a larger room be designated as a lounge for use by everyone! What do you do?

### Invitation

A person of another race or ethnic group invites you to his house for a meal and a visit. What do you do?

A person of the opposite sex invites you to their apartment for an evening dinner--alone; i.e., you are the only guest! What do you do?

### Environment

Every new car you can find has pollution control devices which reduce gasoline mileage by 40% and gasoline has gone up to 75¢ a gallon! What do you do?

The board of county commissioners allocates twenty acres of river or lake-front land owned by the county for sale to an industrial developer! What do you do?

A landmark of historical significance to your community is to be razed for construction of homes for low-income persons! What do you do?

Other

Other issue areas such as cohabitation, abortion, politics, religion, money, and the like may be used to raise values issues.

## COMPONENT 5. VALUES CLARIFICATION STRATEGIES AND ACTIVITIES

Time: 2 Hours

The affective approach to education is not just a set of activities to be brought out occasionally and implemented into the classroom curriculum. It is also a way of teaching. Certain kinds of strategies and activities can be particularly helpful in using the affective approach and clarifying values when integrated into the regular classroom curriculum. Simon, in Values Clarification (publication information provided in the Resource Guide under Books and Guides in Component 6), promotes the idea that most subject matter could be taught on three levels: the facts, the concepts, and the values level. For example, if teaching a lesson on space travel on the fact level, a teacher might ask the names of the first astronauts to set foot on the moon. On the concept level, the class could discuss the implications of space travel for the future. On the values level a teacher might pose a problem to the class such as, "If you were chosen to direct the building of a new colony on the moon what would you take with you from earth? What laws would you establish?"

In order to familiarize participants with some values clarification strategies and help teachers incorporate the valuing process into career education, several valuing exercises are structured for use during the workshop. Details of other activities can also be found in the Simon citation mentioned above.

### Supplementary Material

Activities included for use by the workshop leader are:

- Workshop Jobs
- "Heavenly Careers"
- Alternate Careers
- Auction

Activity: Workshop Jobs

Purposes: To involve each participant in a specific workshop task;
To provide an opportunity to experience the relationship between job tasks and personal skills, interests, and abilities.

Materials: Workshop job cards, reward or pay

Procedures:

1. Construct job cards by writing job description, job requirements and the pay for each job used on an index card (see list of examples of workshop jobs).
2. Display job cards on a table or board at the employment center.
3. As participants enter the workshop they are instructed to select the job that they prefer.
4. As group is assembled each person reads their job card and tells what made him select the card.
5. Participants may carry out duties throughout the workshop session, keeping their job for the entire program or changing each session.

Reflection questions:

1. Did you get the job that you wanted?
2. How do you feel about the job you selected?
3. Can you think of a time in your life when you had to take a job responsibility that you didn't really want? How did you feel about it? What did you do?

Examples of Workshop Jobs:

Job Title: Workshop Recorder
Job Description:
1. Keeps attendance for daily sessions.
2. Notes activities, comments, evaluation.
3. Records information for leader.

Job Requirements:
1. Speaks English.
2. A minimum of 8th grade education.
3. Readable penmanship.
4. Follows directions.
5. Prompt.

Job Pay: 1 free pencil and an affectionate display of gratitude by the leader.

Job Title: Foods Services Hostperson

Job Description:
1. Serves coffee to workshop participants.
2. Sees that coffee pot does not go dry.
3. Sees that sugar and cream and stirrers are in sufficient supply.

Job Requirements:
1. Drinks coffee.
2. Ambulatory.
3. Can count people and cups and match same.
4. Follows directions.
5. Can discriminate between sugar and cream.

Job Pay: 1 free cup of coffee and the opportunity to be of service to your fellow participants.

Job Title: Ash Tray Maintenance Engineer

Job Description:
1. Supplies ash trays for participants.
2. Keeps ash trays clean.
3. Responsible for eliminating small fires caused by improperly butted cigarettes.

Job Requirements:
1. Smokes.
2. Has initiative.
3. Can tell when an ash tray is full.
4. Discriminating sense of smell--knows the difference between smoke and fire.

Job Pay: All cigarette butts--and a free cup of coffee to go with that early morning smoke.

Job Title: Display Illustrator

Job Description:
1. Records information on blackboard.
2. Responsible for posting or displaying workshop projects.

Job Requirements:
1. Over 5'5" tall.
2. Writes in English.
3. Writes fast.
4. Writes legibly.
5. Follows directions.

Job Pay: 1 free piece of chalk and a round of applause from workshop participants.

Job Title: Time-keeper

Job Description:
1. Keeps track of time allotted for activities.
2. Notifies group when time limits are up.
3. Notifies group of departure and arrival times for lunch and coffee breaks.

Job Requirements:
1. Can tell time.
2. Reliable, responsible.
3. Can develop clever means of getting people quiet when they don't want to be quiet.

Job Pay: Can be first to leave for lunch and breaks--as a bonus the job also pays 1 "gold" watch if the group is dismissed on time.

Job Title: Supplies Supervisor

Job Description:
1. Sees that participants have proper supplies for activities.
2. Passes out supplies.
3. Collects materials.

Job Requirements:
1. Can count.
2. Responsible--won't steal supplies.
3. Observant--follows directions.

Job Pay: All leftover scraps, materials, and any pencils found on the floor at the end of the session.

Job Title: Workshop Banker

Job Description:
1. Collects all coffee money.
2. Guards coffee money.
3. Counts coffee money.
4. Turns coffee money in to proper authority.

Job Requirements:
1. Can tell the difference between nickels, dimes, and quarters.
2. Can make change.
3. Is honest and trustworthy.
4. Is clever enough to devise a plan which will insure that the

cost of providing coffee does not exceed that which is collected from participants.

Job Pay: Free coffee--and a good citizenship award.

Job Title: Room Maintenance Supervisor

Job Description:
1. Sees that lights are turned on and off as needed.
2. Sees that windows or other means of ventilation are in working order.
3. Sees that room is in proper order.
4. Supervises room maintenance workers.

Job Requirements:
1. Has had experience in turning lights on and off.
2. Can tell the difference between hot and cold.
3. Can get others to do their work without arguments.
4. Is responsible and has initiative.

Job Pay: Can choose where to sit, and can move around during workshop as needed to fulfill responsibilities.

Job Title: Room Maintenance Workers

Job Description:
1. Follow directions given by Supervisor/Interior Decorator.
2. Assist in room clean-up at end of day.

Job Requirements:
1. Can follow directions.
2. Knows the difference between neat and messy.
3. Shows up--doesn't skip out.

Job Pay: Any leftover items and an affectionate display of gratitude from the Supervisor.

Job Title: Workshop Hostperson

Job Description:
1. Greets all latecomers--helps them find seats. Makes them feel welcome.
2. Answers door or intercom as needed.
3. Greets all guests.

Job Requirements:
1. Friendly and outgoing.
2. Has initiative.
3. Knows the difference between a knock on the door and a call on the intercom.

Job Pay: The opportunity to make others feel better and to have a sense of making an important contribution to the workshop.

Job Title: Interior Decorator
Job Description:
1. Arranges furniture as needed.
2. Works with Display Illustrator in creating a practical and aesthetic environment.
3. Supervises room maintenance workers in rearrangement of furniture when needed.

Job Requirements:
1. Has good sense of design.
2. Has good spatial orientation--can see how chairs can be grouped for maximum efficiency.
3. Leadership qualities.

Job Pay: Can choose where to sit--and with whom.

Job Title: Workshop Manager
Job Description:
1. Sees that all workshop workers complete their jobs.
2. Assists the leader.
3. Can "fire" personnel--hire new personnel.

Job Requirements:
1. Has experience in working.
2. Has experience as a manager.
3. Is responsible, bossy, but nice.
4. Makes the leader look good.

Job Pay: A round of applause from the group, an affectionate display of gratitude from the workshop leader and unlimited rest room passes.

Job Title: Creator
Job Description:
1. Creates new jobs as needed.
2. Assists leader in determining need for new job.

Job Requirements:
1. Has experience in conducting workshops.
2. Has experience as manager.
3. Is creative and perceptive of needs.
4. Makes the leader look efficient.
5. Quick thinker.

Job Pay: To be worked out with the leader at a later hour.

Activity: "Heavenly Careers"

Purposes: To demonstrate the importance of a creative atmosphere and involvement;
To relate value clarification to career education.

Materials: Pencil and paper--have the group compile a list of values which influence the choice of careers.

Optional--FAIS work values that are in FAIS Work Values Action Game.

Procedure: If a catastrophe came upon the earth and everyone went to heaven and was required to choose a new career, what would you choose and why? Use values listed previously. (Possible careers: gate keeper, wing cleaner, halo shiner, street cleaner.)

Discussion questions:

1. What career did you choose?
2. Which values influenced your choice?
3. What skills are required for this career?
4. Is any special training needed?
5. Suppose there was no money in heaven, what economic system or rewards could be used?
6. If a person doesn't want to work, how will his/her leisure time be spent?

Activity: Alternate Career

Purpose: To examine values that influence career choice.

Procedures:

1. Participants choose a job that they would like to do other than their present job and share their choices with the group. The selection is based only on desire and regardless of whether they feel qualified to do it.

Follow-up:

1. What values made you choose the new job?
2. In what respects is the new job like your present job? How is it different?
3. Would you be willing to trade your present job for the new one if it were offered to you?

**Activity:** Auction

**Purpose:** To examine values in relation to career choice.

**Materials:** Chalkboard and chalk

**Procedures:** Participants brainstorm different factors that influence career choices such as money, good vacation, fame, travel, autonomy, et cetera. The leader lists all the factors on the board as they are called out. When the list is complete the leader gives the following directions: "You are looking for a job. I have a list of job qualities which I am going to auction off. Each of you has $100 with which to bid for the qualities you would like to find in your job. Only one person will be able to buy each work quality. The bidding can be done only in $5 increments. You may not pool your resources."

The bidding proceeds with each quality auctioned in turn until all are sold.

Follow-up questions:

1. Did you get the qualities you wanted?
2. How did you feel when someone else outbid you?
3. Did you want several things or were you willing to spend all of your money for one thing?
4. Which qualities were in the most demand by the group?

The procedure may also be followed up by having each participant complete the statement "I learned that I . . ."

## COMPONENT 6. RESOURCES

Time: 1 Hour

Participants generally include in their expectations that they want, from the workshop, activities to do with their classes and to find available resources on career education and the affective approach to career education. With the help of the Alachua County Career Education Staff, a list of curriculum guides, books, kits, games, and periodicals which would be helpful in implementing an affective career education program and a list of career education resources in Florida have been included.

In conducting workshops on a local level it is suggested that the leadership develop a list of local resources in both career education and affective education to supplement the resources listed. Leaders may also wish to prepare a display of locally available career education materials for participants to examine during the hour.

Supplementary Materials

Career Education Resources in Florida (p. 25)
Resource Guide (p. 28)

## CAREER EDUCATION RESOURCES IN FLORIDA

1. Mr. Steve Brinsko
   Mr. Don McCormack
   Area II Division of Vocational, Technical, and
   Adult Education
   901 N. W. 8th Avenue, Professional Center, Suite C-5
   Gainesville, Florida 32601
   904-373-8551

2. Career Education Curriculum Laboratory
   Joe Barkley, Director
   204 Johnston Building
   415 North Monroe St.
   Tallahassee, Florida 32301
   904-224-8867

3. VIEW (Vital Information for Education and Work)
   William Woolley
   P. O. Drawer 150
   Chipley, Florida 32428

4. LOOM (Learner-Oriented Occupational Materials)
   John Geil
   220 Johnston Building
   Tallahassee, Florida 32301
   904-222-4704

5. Broward County Career Education
   Dr. James Smith, Project Director
   Board of Education
   Fort Lauderdale, Florida 33301
   305-525-3311

6. Brevard County Career Education
   Ruth Anderson, Project Director
   Cocoa High School
   2000 Rosetine Street
   Cocoa, Florida 32922
   305-632-3580

7. Orange County Career Education
   Robert Megow, Project Director
   Wymore Voc-Tech Center
   100 E. Kennedy Avenue
   Eatonville, Florida 32751

8. Pinellas County Career Education
Myrtle Hunt, Project Director
City Center for Learning
850 34th Street
St. Petersburg, Florida 33711
813-895-3671

9. Dr. John Crittenden
University of West Florida
Pensacola, Florida 32504
904-376-4838

10. Dr. Hobdy Perkins
University of West Florida
Pensacola, Florida 32504

11. FERIC (Florida Educational Resources Information Center)
Robert Hancock
Department of Education
Knott Building
Tallahassee, Florida 32304
904-488-2986

12. Center for Career Education
R. L. Lathrop, Director
205 Wildwood Drive
Florida State University
Tallahassee, Florida 32306
904-599-2216

13. BRIDGE (Building Realistic Individualized Developmental Guidance Experiences)
Garriet Merhill, Ass't. Director of Elementary Guidance
P. O. Box 271
Orlando, Florida 32802
305-241-4651

14. Leon County Career Education
James Talley, Director
925 Miccosukee Road
Tallahassee, Florida 32304
904-222-3190

15. FAIS (Fusion of Applied and Intellectual Skills)
P. K. Yonge Laboratory School
Gainesville, Florida 32611
904-392-1558

16. Mrs. Blanche McMullen
State Consultant for Career Education
117 Miles Johnson Building, Suite 10
Tallahassee, Florida 32304
904-488-5694

17. Dr. Kenneth B. Hoyt, Associate Commissioner
Office of Career Education
Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

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Tempe, Arizona 85281

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Chicago, Illinois 60611

GAMES:

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Steady Job--A Vocational Orientation Game

Mafex Associates, Inc.
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Johnstown, Pennsylvania 15906

BOOKS AND GUIDES:

Affective Elements of Career Education in the Elementary School: Broward County Public Schools, by Caplinger, Gallagher, Leighton, McComb. Career Education Curriculum Laboratory, Florida State University, Tallahassee, Florida.

Career Education Program, by Glenn A. Saltzman.
3 volumes which can be purchased separately:

Vol. I--grades K-6
Vol. II--grades 7-9
Vol. III--grades 10-12

Houghton Mifflin Company
666 Miami Circle N. E.
Atlanta, Georgia 30324

Career Education Resource Guide, by Louise J. Keller.

General Learning Corporation,
Morristown, N. J. 07960

Facilitative Teaching: Theory and Practice, by Joe Wittmer and Robert D. Myrick, Goodyear Publishing Company, Inc., Pacific Palisades, California.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Hart Publishing Company, Inc., New York, N. Y. 10003.

PERIODICALS:

Career World, Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040
A periodical for students.

Update
A monthly magazine published by the Career Education Center, Curriculum Laboratory, Florida State University, 415 North Monroe Street, Tallahassee, Florida 32301.

ADDITIONAL RESOURCE PEOPLE:

Mr. J. R. Barkley
Career Education Curriculum Laboratory
204 Johnston Building
415 North Monroe Street
Tallahassee, Florida 32301

County career education resource people.

## COMPONENT 7. CREATING AN OPEN CLASSROOM ATMOSPHERE

**Time: 3 Hours**

In implementing a valuing approach to career education the teacher is asking students to open up and explore feelings, attitudes, and beliefs and to work toward clarifying his own system of values instead of blindly accepting a set of values established by some other person or institution. This does not mean that students will necessarily reject values held by parents, teachers, churches, and other role models to which they are exposed; but rather that they examine alternatives and consequences of those alternatives for themselves personally. Through the clarification process students identify what they believe and the reasons underlying their choices.

In order to begin this process the teacher must first create the kind of atmosphere essential to working at the affective level. The classroom should be a place where students feel free to explore, try out, and reject or accept ideas freely.

On this basis a component on creating a classroom atmosphere conducive to the valuing process is included in the workshop. Goals for the component are as follows:

To define characteristics of an open classroom atmosphere;

To explore ways of creating an open classroom atmosphere;

To familiarize participants with ways of responding which facilitate the open atmosphere.

In defining the term open classroom atmosphere the following list of characteristics are applicable and are included in the Teacher's Handbook along with elements related to a closed atmosphere. These may be discussed as they relate to student-centered or teacher-centered classrooms and to teacher behaviors which engender these characteristics.

| | |
|---|---|
| trust | respect |
| responsibility | empathy |
| nondefensiveness | equality |
| flexibility | exploration |
| noncompetition | receptivity |

| | |
|---|---|
| understanding | authenticity |
| communication | listening and attentiveness |
| nondogmatic | self-direction |
| acceptance | willingness to share |

After a discussion of the characteristics, the participants may break into small groups with the task of listing ways in which teachers could encourage some of these characteristics in their classes. Each group then may share their findings.

One way teachers influence the tone of their classroom is by the way they respond to students. Some responses are positive and facilitate open communication between teachers and students while others stifle communication. Too often teachers put children down with a careless word or a thoughtless joke.

Wittmer and Myrick (publication information provided in the Resource Guide under Books and Guides in Component 6) outline a model of facilitative responding which can be easily used by teachers. They discuss six modes of responding and place each one on a continuum from most to least facilitative.

Several strategies designed to make teachers aware of their responses to students and give them experience in responding are incorporated into the component on creating a classroom atmosphere.

Brainstorming

Leaders elicited positive, "pick-up" statements and negative, "put-down" statements from participants.

Dyads or Triads

Participants divided into groups of two or three to practice positive responding techniques.

Fantasy Experience

Participants are asked to remember a time when they felt particularly good and particularly bad as a result of something a teacher had said to them in school.

## Unfinished Situations

A leader presents several typical classroom situations to the group. Participants offer alternative responses to the imaginary student and discuss possible solutions to the problem.

## Supplementary Materials

Pick-ups and Put-downs (Activity)
Unfinished Classroom Situations (Activity)
Letter Exchange (Activity)
Some Guidelines for Facilitating a Valuing Approach to Career Education (p. 33)
Some Characteristics of Open and Closed Classroom Atmospheres (p. 35)

Activity: Pick-ups and Put-downs

Purpose: To explore verbal and nonverbal responses which help create positive and negative classroom atmosphere.

Procedures:

1. Brainstorm:
   a. Pick-up statements; i.e., I like the way you were helping Sam with his math problems, Johnny.
   b. Put-down statements; i.e., That was really a dumb idea.
2. Participants break into triads.
   a. Talker--expresses thoughts
   b. Clarifier--listens carefully, reflects the thoughts and feelings of the talker, supports talker
   c. Observer--comments on what happened during the exchange
3. Leader gives task to talker such as:
   a. "What I would like to do most is _____."
   b. "Something I am proud of in my work right now."

Participants change roles every 3 minutes; be aware of put-down and pick-up statements.

Follow up:

1. What happened in your group?
2. How do these pick-ups and put-downs influence classroom atmosphere?
3. How can we help children become aware of these kinds of statements?

Activity: Unfinished Classroom Situations

Purposes: To practice facilitative responding;
To explore ways of creating an atmosphere conducive to affective learning.

Materials: Unfinished situation cards. Prepare on 3 X 5 cards from the attached listing of situations.

Procedures:

1. Discuss responses that appeal to different levels of a situation; i.e., reflection of information, of feelings, of questions, et cetera.*
2. Participants separate into small groups of two or three, each one taking a situation card.
3. Each person reads his card to the group and elicits responses that could be facilitative and ways they would deal with the situation as the teacher.
4. Participants meet back as a large group for discussion and reflection.

*See Wittmer & Myrick, Facilitative Teaching: Theory and Practice, Ch. 3, 1974.

Situation

Susie's classmates ridicule her on the first day of school because she has been retained. She finally breaks down and cries "I hate this school and I hate everyone here!"

Reflection

1. As Susie's teacher how will you respond to her outburst?
2. What are some things you can do with your class to deal with the problem of students who have been retained?

* * * * *

Situation

John has seemed depressed for several days. You noticed this and asked John if he would like to straighten the back cabinet (hoping this would help cheer him up). John gladly accepts and while working on the cabinet, he breaks a large jar of red tempera paint. He stomps his foot and says "I didn't want to clean this stuff anyway!"

Reflection

1. What is John feeling?
2. How will you respond to him?

* * * * *

Situation

You asked Billy to wash the chalk board. Later you overheard another child say, "Billy's her pet. That's why she always picks him to help."

Reflection

1. What is the child feeling?
2. How do you respond?

* * * * *

Situation

Frank accidently knocks all Mary's books from her hands when she comes into the classroom. Frank yells, "You're so stupid and clumsy! Now look what you've done!"

Reflection

1. What is Frank feeling? What is Mary feeling?
2. As the teacher, how will you respond to Frank? to Mary?

* * * * *

Situation

Jack always gets angry during a spelling bee because he usually falls out of the line after his first or second try at a word. This time he stomps to his desk and slams his head down and says, "You always give me all the hard words!"

Reflection

1. What is Jack feeling?
2. How will you respond to him?
3. What are the implications of competition for students?
4. What are some other group activities you could do with your class that involve less competition than spelling bees?

* * * * *

Situation

Mary was working on a very intricate picture. The teacher could see that she was getting frustrated. Finally Mary could not stand it any longer and she wadded up the picture, threw it in the trash can and said, "I can't draw--I'm never going to draw again!"

Reflection

1. What is Mary feeling?
2. Assuming that Mary is normally very proud of her drawings, how would you respond as the teacher in this situation?
3. How would you respond if Mary was a student who is not usually very successful at drawing?

* * * * *

Situation

You instruct your class to review their multiplication tables for their test tomorrow. Fran says, "I can't study tonight; we're having company. I can't learn them anyway!"

Reflection

1. What is Fran feeling?
2. How will you respond to her?

* * * * *

Situation

Joe misses a fly ball which allowed the opposing team to score a run. He has missed a lot of balls lately. His teammates make it rough for him by calling him names. He comes up to you, his coach, after the game and says, "I guess you don't want me to play short stop anymore. I just don't do anything right!"

Reflection

1. What is Joe feeling?
2. How will you respond to Joe?
3. How can you handle the problem of name calling by teammates?

* * * * *

Activity: Letter Exchange

Purpose: To practice positive responding between individuals to help in establishing a positive workshop atmosphere.

Materials: Pencil and paper

Procedures:

1. Put all names of participants in a box.
2. Each participant draws out the name of one other participant.
3. Each participant writes a personal note to the person whose name he drew. The letter should contain something positive about that person.
4. Notes may then be placed in the box to be delivered anonymously or may be exchanged personally.

## SOME GUIDELINES FOR FACILITATING A VALUING APPROACH TO CAREER EDUCATION

The social environment is critical to the values clarification process. A safe classroom climate for sharing, then, is essential in successful implementation of the valuing approach. This does not mean a totally permissive atmosphere, but rather one in which there is respect and concern for each individual's viewpoint.

In creating an atmosphere for sharing, the teacher should clarify issues for himself in advance and share his ideas and feelings with the children after they have had an opportunity to respond. The students should understand that the teacher's opinion is an opinion and may not necessarily be right for them.

Some problems may arise in sharing ideas and opinions if personal issues are discussed or if the instructor feels so strongly about a topic that he cannot entertain different points of view. Students and teacher deserve the right to "pass" (not respond) on any question or issue. Channels of communication should be open and opportunities offered without pressing too hard for public revelation. Clarification may be taking place even though it is not being verbalized.

A genuine concern for the ideas of students should be manifested. Even if the ideas seem wrong or inadequate, the adult professional must communicate the feeling that they are important enough to be discussed, examined, or tried. By listening carefully to what students are saying, one can discover their thinking problems--confusions, ambiguities, omissions--and begin to help them clarify their thinking. Praising children's attempts to deal with difficult questions and responding in ways which stimulate children to examine and reevaluate their own ideas may be facilitative in accomplishing this.

There are several pitfalls to be avoided in helping children learn the process of decision making and values clarification. Instead of moralizing, judging, or scolding about children's decisions, the teacher should help them explore alternatives and to examine new data, thereby equipping them to think through issues for themselves.

This can be accomplished by focusing on the process by which a child might arrive at an idea. Although solutions are important, the process of reasoning that leads to the

solution is the primary consideration in utilizing the valuing approach. Children should be encouraged to explore what they think would happen if their ideas were put into action and, further, to act on their ideas. Action projects will allow the student to collect "real data" on their beliefs and values and to explore the consequences of their ideas.

Wherever it is feasible children should be allowed to make choices. If no real decision is to be made, a choice should not be offered. One must not ask, "Wouldn't you like to do . . .?" when the child does not have the option to reject the suggestion. It is important that the children understand when there is and is not a choice.

Results of the valuing approach are not always immediately apparent. It takes time for children to internalize the process. Changes occur sometimes at the time of the encounter and sometimes at a later time. The primary function of a clarifying procedure is to keep the thinking channels open.

Note: For further information refer to Facilitator's Guide: The Valuing Approach to Career Education, Education Achievement Corporation, 1974.

## SOME CHARACTERISTICS OF OPEN AND CLOSED CLASSROOM ATMOSPHERES

| Open | Closed |
|---|---|
| trust | fear |
| respect | disrespect |
| responsibility | irresponsibility |
| empathy | insensitivity--patronization |
| nondefensiveness | defensiveness |
| equality | status consciousness |
| flexibility | rigidity |
| exploration | imposition |
| noncompetition | competition--winners-losers |
| receptivity | closedness |
| understanding | misunderstanding |
| authenticity | role-playing |
| communication | blocking--not hearing |
| listening and attentiveness | tuning out |
| nondogmatic | dogmatic |
| self-direction | following commands |
| acceptance | rejection |

## COMPONENT 8. TRANSITION ACTIVITIES

**Time: 4 Hours**

Workshop Leaders should familiarize themselves with the materials for Component 8 in order that as many techniques as possible may be applied throughout the workshop.

The activities noted for classroom application may be carried out in the Workshop, including activities noted in the Journal Activity; i.e., written and/or drawing-art types of feedback. Brainstorming as a technique may be used during the other components. "Killer Statements" may be brainstormed with teachers.

Discussions may be held about kinds of changes which may be considered in teachers' classroom management practices. Ideas may be brainstormed and discussed, with teachers' sharing successful practices they have used to involve reticent students who may be avoiding involvement in classroom activities.

Time is allowed in the Workshop schedule for local leaders to apply games, group, or individual activities which will facilitate the desired types of classroom transition activities. Local resource persons may be utilized to demonstrate classroom activities which will assist students in making the transition. Consultants may be located to assist teachers in assessing the psychological climate of the classroom and in making the transition with students.

In the Teacher's Handbook the teachers have all of the remaining pages of this component and may be provided with opportunities to read, study, and discuss the system of ideas suggested. If the Workshop is scheduled in two-hour sessions, some application to the classroom may be made, assessed, and discussed.

## COMPONENT 8. TRANSITION ACTIVITIES FOR THE CLASSROOM

Structured experiences may be used to assist students in making the transition from cognitively oriented to affective curriculum activities. These may assist pupils in adapting their expectations of the classroom environment, activities, behaviors of the teacher and of each other. Objectives are indicated below:

| FROM: | TO: |
|---|---|
| Cognitive | Affective |
| Teacher-centered | Pupil-centered |
| Right-wrong answers | Personal position |
| Teacher knowledge | Pupil knowledge |
| "Other", "not self" content for learning | "Self" as content for learning |
| Other-centered critique | Self-critique |

This component proposes that "Self" as content for learning is legitimate educational content and a game approach is an appropriate strategy. It also allows for a change from an image of a traditional classroom and teacher to an image of another responsible adult who functions in a somewhat different manner. The focus of the teacher is on facilitating the student's developing increasingly positive perceptions of himself, accepting increasing responsibility for his own behavior and learning, learning to adapt to change and effect change constructively, becoming a lifelong learner and finding real meaning for his life. In addition, this component focuses on student interaction and group living in ways which improve the climate for studying "Self".* This climate is one of safety, acceptance, and openness where peers do not criticize, "put down", or "cut" each other when personal feelings, attitudes, and values are exposed and explored.

---

*Values, Beliefs, and Goals. Resource Monograph No. 1, P. K. Yonge Laboratory School, University of Florida, Gainesville, Florida. Rev. Feb., 1973.

Teachers may learn to see themselves somewhat differently in this climate also. The teacher is neither required to have or to look for "right" answers, nor required to "teach" certain values, attitudes, or beliefs. Students are not asked "Why?", which utilizes energy to defend. Instead, they are assisted in exploring their answer or position further, to the point of considering questions such as the following:

> What would it be like if everyone held my position?
>
> How will this choice affect my life?
>
> How will this choice affect others who are important to me?
>
> What makes this choice important to me?

The responsibility here is to assist each pupil in choosing after considering the consequences, after clarifying his position, and after examining it for consistency with other things he believes and holds important. The teacher "draws out" a pupil in an environment of safety rather than evaluating and correcting in a judgmental environment based on adult values.

Pupils, too, behave differently. They soon become able to identify their own questions held also by peers. They support and assist in exploration, identification, consideration, and decision making. It no longer is necessary to make cutting remarks in order to try to make others look small or inferior.

The teacher becomes an important catalyst in the process as his or her position may be made known to the class following opportunities for students to state their positions. When the teacher is uncertain or has not clarified a position, this should be admitted as an indication that it is all right to be exploring for answers or to be in a state of change.

Teachers may develop and utilize general management techniques which may facilitate the participation of every pupil and still communicate the value of verbal skills such as writing and discussion.

## Dwell on Positives

Activities which build on what a pupil knows can also build a positive self-image. The unknown may be explored from the known, from success. Following are several activities and practices conducive to positive participation for each and every pupil.

1. Small group reporting with a "secretary". The class may be divided into groups of three to five with one student assigned or chosen as secretary to write on newsprint the points to be reported to the large class group. A pupil who does not write well may still participate, see the value of writing, and be involved, instead of retreating or acting out in order to avoid writing and yet obtain recognition.

2. Drawings or magazine cutouts used to communicate feelings, attitudes, and values. In this way, these affective factors are recognized and considered. Drawings may communicate many things--activity, likes, dislikes, questions, and the like.

3. Positive cognitive activities, such as spelling. A pupil is given a list of ten words, seven of which he can likely spell and three doubtful or new words. Mark the correct spelling. After the child has spelled it correctly three times, drop the word and add a new one. As opposed to a list of 25 or 50 to be learned and possibly many missed and then forgotten or "written 25 times!" in a week, the pupil experiences success with most of his words each day. He builds on success rather than facing defeat daily. He spells a word correctly three times instead of once by luck.

4. Positive affective activities, followed by sharing.

What is a symbol of success for you? (Write or draw.)

Describe the last time you helped someone.

Who helps you? (A letter or note of thanks may be written.)

Things I like to do. (Written or magazine cutouts.)

What I would like to do most with a friend.

Things I used to like to do. (Recognize change--growth.)

Ways I know I'm growing up.

5. Games.

a. Ask each person to identify himself with something in the room; i.e., window--because others can see through me; brown wood--because I believe I'm a warm person; yellow bulletin board--because I think I'm bright and cheerful, et cetera.

b. Ask each person to imagine himself as a country and to consider the following:

What is your major export?

What is your major import?

Where do people live?

What is your main natural resource?

c. Or a house and consider the following:

Where is your family gathering place?

Where is your front door?

When are you the liveliest?

What are your surroundings like?

Who likes you the best?

How would you like to change (paint--remodel, et cetera)?

All of these allow the pupil to have his own answer which is right for him.

## Organize to Receive Feedback from Pupils

In order to assist in remaining sensitive to pupil participation and to give indications of adaptation to learning in the affective domain, teachers may structure opportunities to receive feedback from pupils. Also, students are encouraged to react privately without fear of judgment of peers and in ways which increase self-awareness and clarification.

Reaction Sentences. Using open-ended sentences such as the samples below, this process helps students become accustomed to self-evaluating and sharing with the teacher or, in some cases, with the group, their reactions to affective activities. These may be written and then, if appropriate, shared orally in the class.

One way I am not like everyone else is . . .
One way I am like everyone else is . . .
If everyone were just like me . . .
I helped _____ feel good today by . . .
_____ helped me feel good today by . . .

I think it is unfair to . . .
It is hard for me to be patient when . . .
Things I did today which made me feel good were . . .
One thing I really want to learn to do is . . .
Something special I want you to know about me is . . .
Three things I liked today were . . .
I learned that I . . .; I wonder why I . . .?; I was surprised to learn that . . .
I relearned that I . . .; In my group, I . . .; Things I did were . . .
I appreciate . . .; I resent . . .; I wish . . .; If people would only . . .

Art murals may be used by groups or just made available to the class on which to voluntarily react. Some suggested topics could be:

I think it is unfair to . . . (Draw your wish.)
People can hurt my feelings the most by . . .
I can hardly wait to be able to . . .

(Adapted from Elementary Affective Education in Human Relations: Teacher's Guide. P. K. Yonge Laboratory School, University of Florida, Gainesville, Florida. October, 1973.)

Questions asked by students are valuable to the sensitive teacher to indicate student reactions. Questions usually have a message, and assisting a student in exploring his question further may not only help him find his own answer but also provide valuable feedback for the teacher.

## Managing Pupil Behavior

Teachers should be aware in advance of the anxiety created in students' adapting to a difference in classroom environment, in their own and in teacher's behavior and expectations. Some activities require increased physical activity, and preparation for this should be made. An increase in noise level and laughter is to be anticipated. Within reasonable limits, acceptance of this will facilitate the transition. Authenticity does involve reasonable expression of joy, excitement, frustration, and solitude. It is suggested that several general and logical rules be agreed upon.

No behavior should be allowed which:

1. Keeps others from learning,

2. Keeps teachers from teaching, or

3. Hurts someone or damages property.

These simple rules for behavior may be discussed and an attempt to reach consensus that these will be reasons for individual or class discussions relative to an individual's or a group's behavior. The more responsibility the teacher allows the class to have in discussion and decision making, the more cooperation he might expect in carrying out the decision.

Pupils are prone to test new situations, particularly where increased freedom is involved. Pupils want to find out if the teacher is really going to accept an individual's answer and may try "shock" treatment. A new feeling of acceptance may also be tested. The teacher should be aware that some types of testing are inevitable just as at the beginning of the year. Understanding, patience, and opportunities for class discussions--What's happening to us right now? What are some reasons we are behaving this way? What are we feeling to cause us to behave this way?--may increase awareness and individual responsibility.

Activity: Vocabulary Building

Purpose: To develop for every pupil the capability to participate in group activities in the classroom, particularly those of a discussion nature.

Materials: Chalkboard for large class-size groups or newsprint and felt tip markers for small group activity.

Procedure: This activity may be repeated as an ongoing classroom activity either spontaneously or in a planned way. The recommended procedure is for the teacher to explain the process of "brainstorming", in which words which mean about the same thing as the key word are called out to be written down. Wide latitude should be allowed in words accepted. If a word which has little or no relationship to the key word is called out, the following is suggested:

> Stop and ask the class (not the student offering the word) if the word means about the same thing as the key word and then, if necessary, make the correction. Avoid directing the question to the pupil who called out the word. Instead of becoming defensive and closed, he is likely to remain open to learning the meaning of his word--which may be brainstormed next--and he should obtain a better understanding of the key word being considered.

It is important that all students eventually participate, so the teacher may need to listen carefully to those who are reticent but who will eventually "try out" their words.

Following are suggested categories of words which may be utilized in the workshop for brainstorming:

| | | |
|---|---|---|
| Careers | Work | Feelings |
| Attitudes | Values | Behaviors |
| Environment | Ecology | Concerns |

In classrooms, students may be relied upon to suggest various key words or categories provided they are allowed to raise doubts or

questions about meanings and if it becomes common practice for peers to share in the activity. This type of activity is quite different from the somewhat less interesting assignment of a list of words to "look up in the dictionary and use in a sentence." It is also an activity which may appropriately be used as a "game" for those "dead spots" or few minutes left over when the class is waiting for dismissal or for another activity to start.

Activity: Journal

Purpose: To provide for a private way for pupils and the teacher to communicate.

Materials: Loose-leaf sheets may be used or a separate composition booklet may be used. Since it is necessary for it to be passed back and forth from the pupil to the teacher, it should be detachable from a student notebook, yet kept together.

Procedure: The teacher may discuss with the class the value of having some way to communicate--sometimes in writing but also with an opportunity to draw or use magazine cutouts for communication. It should be regarded essentially as private, although individuals may wish to share parts with each other. Suggestions for entries could be concerns recognized or held by pupils. Responses to the reaction sentence activity may also be included.

Agreement may be reached as to the type of booklet, paper, and format to be used. The teacher should not use the journal as a means of correcting spelling, grammar, punctuation, or writing skills unless requested by the pupil. The teacher should make it clear that he or she will respond to questions or make comments if invited by the pupil. These need not be long, but will encourage the use of the journal as a legitimate growth experience in affective curriculum.

At various points in time, the teacher may encourage pupils to study back over entries made in the journal to look for growth, change, clarification and stabilization in feelings, attitudes, and values. They may also wish to examine entries for inconsistencies and consider noting these as opportunities for further clarification activity for the student or class.

## Killer Statements*

Purpose: To provide opportunities for pupils and teachers to increase awareness of the effect of verbal and nonverbal behaviors which diminish or "put down" another person with a resulting decrease in interaction and participation.

Killer statements are made for the express purpose of making another person appear smaller or diminished in some way. For older students, discussions may be held as to why these are made. For younger children an awareness of how one feels when "put down" is sufficient. Some discussion of these statements or behaviors along with the effect on the people and group atmosphere should be held. Brainstorming killer statements may be an effective way to increase awareness of the occurrence and frequency of these behaviors--for pupils and teachers.

The group should attempt to reach some kind of agreement to work toward recognizing and agreeing on these statements as detrimental to a safe, open atmosphere. The group may then agree to a moratorium (good word for vocabulary brainstorming) on killer statements and behaviors.

Pupils may be asked to bring in killer statements made by others, on television, radio, et cetera. Discussions may be held as to why they are killer statements--what effect they have on the recipient. For example, laughter may be felt as a killer statement if it is an intentional "put down". Discussions may be held to discover and use alternatives to killer statements.

The next task is to agree on who is responsible to "police" the moratorium. It is suggested that it is not the task of the teacher alone. The changes are that the teacher may be a significant "maker" of killer statements and is likely the one who will be caught most often--at least for a while. This should be taken good-naturedly by all. There is no point on agreeing on punishment for making a killer statement--only to bring it to the awareness of the "maker".

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*(Adapted from Elementary Affective Education in Human Relations: Teacher's Guide. P. K. Yonge Laboratory School, University of Florida, Gainesville, Florida. October, 1973.)

## COMPONENT 9. TEACHERS CREATE THEIR OWN ACTIVITIES FROM STRATEGIES USED IN THE WORKSHOP

Time: 1 3/4 Hours

In addition to understanding the theory supporting the valuing process and being aware of existing values clarification strategies, teachers must be able to translate these ideas into their ongoing classroom programs. Teachers must become aware that the affective approach to career education is not another subject to be added to their already overloaded curriculum. Rather, it is another dimension to the curriculum and can help accomplish existing classroom objectives. For example, an elementary teacher presenting a unit on foods might ask the students to trace a food found in the supermarket back to its source and name all the workers who took part processing that food. In addition, the class might discuss the job responsibilities of the different workers and the ways that workers are interdependent.

This component of the workshop is designated for the development of several individual activities by the teachers in order to provide an experience in integrating career education, the affective approach, and academic subject matter.

Participants first discuss various strategies which could be used in applying the affective approach to career education to the classroom and then choose one or several of these strategies to develop activities for their individual classrooms. Finally, activities may be shared with the workshop group and participants receive feedback on what they have created.

## COMPONENT 10. EVALUATION

Time: 1/4 Hour

Evaluation is essential to any workshop both for the leaders and participants. It provides a structured time for participants to assess what they have learned and its relevancy. For leaders, evaluation provides feedback.

The workshop may use three methods of evaluation: discussion, evaluation forms, and a pre-post attitude opinionnaire.

Results of the workshop evaluation forms and discussion are generally favorable. Most participants report that they feel involved and comfortable with the informal, open atmosphere of the workshop although they may feel threatened by the awareness created by initial values clarification activities. Teachers have agreed that they would like to have this kind of a workshop with their whole school faculties.

Supplementary Materials

Workshop Evaluation (p. 46)
Opinionnaire (Posttest copy for post measure) (p. 47)

## INDIVIDUAL ACTIVITY EVALUATION

1. Liked the strategy very much, thought it was very relevant to this workshop.
2. Liked the strategy some.
3. Don't have much reaction one way or another.
4. Didn't like the strategy.
5. Thought it was a poor strategy and should be eliminated from the workshop.

(Sample Activity List - Leader should list activities included in a given workshop.)

Rating

1 2 3 4 5 Get acquainted, I AM poster

Comment _____

1 2 3 4 5 I came to the workshop and _____

Comment _____

1 2 3 4 5 Film, I Like to Be

Comment _____

1 2 3 4 5 Large group discussion and brainstorming of Career Education

Comment _____

1 2 3 4 5 Small group discussion on What is a Value?

Comment _____

1 2 3 4 5 Workshop Jobs

Comment _____

1 2 3 4 5 Small group discussion of classroom atmosphere

Comment _____

1 2 3 4 5 Triads for listening and facilitating

Comment _____

1 2 3 4 5 Strategy storming--create your own activities

Comment _____

WORKSHOP EVALUATION

Response Key:

1. very much
2. somewhat
3. slightly
4. not at all

| | |
|---|---|
| 1 2 3 4 | Degree to which information presented was adequate and relevant. |
| 1 2 3 4 | Degree to which the workshop followed a logical sequence. |
| 1 2 3 4 | Degree to which ideas were tied together. |
| 1 2 3 4 | Degree to which workshop leadership provided direction and organization. |
| 1 2 3 4 | Degree to which workshop goals were explained. |
| 1 2 3 4 | Degree to which workshop goals were accomplished. |
| 1 2 3 4 | Degree to which I felt involved. |

What did you like best about the workshop?

What did you like least about the workshop?

Would you like to have further get-togethers to share our use of these ideas.

OPINIONNAIRE

This is an opinionnaire. There are no right answers or wrong answers, only your opinion. We have tried to cover many different and opposing points of view. You may find yourself agreeing strongly with some questions and just as strongly disagreeing with others. Please select the answer which best describes how you feel about each of the following statements and make a mark in the appropriate column.

Response Key

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree

OPINIONNAIRE

| Subscale* | SA | A | D | SD | |
|---|---|---|---|---|---|
| A | X | | | | 1. Children need to learn how to communicate and get along with each other on a personal level, and school is a good place to learn and practice this. |
| A | X | | | | 2. How a child feels about what he learns and about learning is as important as what he learns. |
| CE | X | | | | 3. Career education is not only cognitive and information-based learning, but it is also concerned with teaching process skills; i.e., how to judge one's own values and make one's own decisions as opposed to which values to hold or which decisions are right. |
| CE | X | | | | 4. Choices involving personal life styles, personal values, and leisure time preferences are an essential part on one's career development. |
| CE | X | | | | 5. Career education should be the responsibility of every educator, including teachers, counselors, and administrators. |
| A | X | | | | 6. Children's values are affected by what they learn in school whether we structure values clarification experiences or not. |
| A | X | | | | 7. Schools should be concerned with values and the valuing process since children spend a good percentage of their lives in school. |
| A | X | | | | 8. Children should have a total learning experience in school, including personal, feeling-oriented learning as well as cognitive, fact-oriented learning. |

*X = Positive Attitude Direction.

| Subscale | SA | A | D | SD | | |
|---|---|---|---|---|---|---|
| CE | ___ | ___ | ___ | X | 9. | Schools can do little to develop positive attitudes toward work. |
| A | X | ___ | ___ | ___ | 10. | Affective education is the responsibility of educators and parents working together. |
| CE | X | ___ | ___ | ___ | 11. | Career education should not be limited to classroom experiences but should extend beyond the boundaries of the school. |
| A | ___ | ___ | ___ | X | 12. | Education in the area of feelings, attitudes, and values is important, but I do not have time for this in my classroom. |
| A | ___ | ___ | ___ | X | 13. | Children will develop an appropriate set of values if adults leave them alone to learn by their own experience. |
| CE | X | ___ | ___ | ___ | 14. | Career education should be integrated into all areas of the school curriculum. |
| A | ___ | ___ | ___ | X | 15. | Setting an example is enough to teach my students a good set of values. |
| CE | ___ | ___ | ___ | X | 16. | I do not have time to teach career education in my class. |
| CE | X | ___ | ___ | ___ | 17. | In career education, increasing self-understanding is as important as acquiring information and skills. |
| CE | ___ | ___ | ___ | X | 18. | Career education is a good idea for secondary students, but it is not appropriate for younger students. |
| A | ___ | ___ | ___ | X | 19. | I am not comfortable talking about values with my students. |
| CE | ___ | ___ | ___ | X | 20. | Career education should be taught to students of low academic ability, but top students don't need it because they are going to college. |

| Subscale | SD | A | D | SD | | |
|---|---|---|---|---|---|---|
| A | ___ | ___ | ___ | X | 21. | A child's values are strictly the domain of his parents, and I as a teacher have no business discussing values in class. |
| A | ___ | ___ | ___ | X | 22. | I know through experience that my values are good ones, and it is my responsibility to transfer that set of values to my students. |
| CE | X | ___ | ___ | ___ | 23. | Career education should be for all students regardless of their future educational plans. |
| A | ___ | ___ | ___ | X | 24. | My concern in the classroom is that the children learn skills and academic matter. Their feelings are their own business. |
| CE | X | ___ | ___ | ___ | 25. | Career education should be for students of all ages including elementary through post-secondary. |
| CE | ___ | ___ | ___ | X | 26. | Career education is unnecessary; students get enough information now. |
| CE | ___ | ___ | ___ | X | 27. | We should offer a separate course in career education so students can take it as an elective. |
| A | ___ | ___ | ___ | X | 28. | Exploring children's feelings is the role of the counselor, not the teachers. |
| CE | ___ | ___ | ___ | X | 29. | Schools should provide students with information about the world of work. That in itself should be enough to enable them to make career decisions adequately. |
| CE | X | ___ | ___ | ___ | 30. | I would like to have more career education materials to use in my classroom. |